



# 2023-26 Continuous School Improvement Plan (C-SIP)

## McClure Middle School

### Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

### School Data and Building Leadership Team Members and Partners

**Current School Year:** 2023-24

**School Name:** McClure Middle School

**Principal:** Shannon Conner

**Members of the Building Leadership Team and Parent/Guardian Partners:** Shannon Conner, Lisa Blau, Carlos Rangel, Leslie Collings, Terry Burns, Sasha Elias, and Deanna Tavernier



[McClure Middle School Report](#)

[McClure Middle School Climate Survey](#)

### School Overview

McClure Middle School champions educational equity. We are committed to becoming an anti-racist organization and providing all students with a rich, culturally responsive, and inclusive experience.

We enrich the lives of students by offering a variety of classes and activities that stimulate learning and open our students' worlds to a broad spectrum of experiences, perspectives, and voices. We work closely with students and families to build relationships and tailor teaching and learning to support each student. We also take pride in working collaboratively and effectively together to increase student achievement.

Our school staff creates inclusive learning environments. We understand that giving all students access to outstanding instruction and advanced learning opportunities are approaches that benefits all students. All of our classrooms are fully blended with students identified as General Education, Special Education, Multi-Lingual Learners, and Advanced Learning students. Our math courses also are comprised of a blended student model. Students are placed in math courses based completely on the previous year's math course mastery (i.e., students taking 6<sup>th</sup> grade math will move into 7<sup>th</sup> grade math, etc.).

We also normalize the inevitable experience of making mistakes or errors in student learning; we have systematized opportunities to both recognize and learn from mistakes. We are a standards-based grading school where learning is based on mastery of essential skills, not arbitrary letter grades. Students have multiple chances to relearn standards and skills and retake summative assessments.

Finally, we fundamentally believe that the quality of instruction in the classroom defines the rate and quality of student achievement. McClure teachers continuously hone McClure's guaranteed, viable, aligned curriculum; through departmental and Professional Learning Community (PLC) work, we use research-based, vetted best practices and data inquiry to refine our aligned curriculum at every grade level and to provide effective interventions and enrichment opportunities for our students.

## **Seattle Excellence – Culture of Equity and Educational Justice**

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

## **Student Outcomes Focused Governance**

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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## **Priority Area: Learning Environments – Joyful, Safe, Anti-Racist**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. \*

\*[African American Male Achievement 2021 Community Engagement Report](#)

## **Learning Environments Measures and Targets**

**Three-year Goal:**

By the end of the 2025-26 academic year, McClure will foster a culture of transformation by increasing opportunities for all students to participate in leadership and decision-making processes inside and outside of the classroom based on qualitative data (WEB, Advisory, Ally Surveys, RET, ASB, and classroom opportunities.)

### **One-year Goal:**

By the end of the 2023-24 academic year, the opportunity for all students--no matter their ability or racial and ethnic identity--to lead during lessons will increase from 50% to 70% of classrooms, to strengthen student engagement and improve the overall learning environment.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

### **Evidence of alignment to student outcome focused governance:**

By employing a holistic disciplinary approach, our culturally responsive and social-emotional support considers the unique backgrounds, experiences, and needs influencing students' behaviors. This fosters inclusivity by assessing and ensuring that disciplinary actions are fair, equitable, and responsive to the diverse needs of all students.

## **Learning Environments Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:**

- Identify-affirming education: Creating classroom environments that celebrate diversity and promotes positive self-identity.
- Offer ongoing professional development opportunities for staff to enhance their cultural competency and develop skills in culturally responsive teaching.
- Foster strong partnerships with families and the broader community (PTSA, parent members of BLT, RET)
- Facilitate respectful dialogue and guide students in developing empathy, understanding, and critical thinking skills.

### **Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:**

Through the professional learning opportunities staff will be empowered to interrupt oppressive language and racism in the learning environment and be equipped with the knowledge about their students through the examination of data to dismantle systemic inequities. By developing awareness of historical and structural factors that contribute to inequities, such as bias, discrimination, and unequal distribution of resources, educators can recognize and address their own implicit biases and prejudices that may perpetuate inequities in the classroom.

- Provide space for staff to bring concerns about inequities, such as bias, discrimination, or unequal distribution of resources and time to collaboratively discuss and decide on solutions
- Learning walks that focus on student engagement and equitable practices
- Ongoing work on ensuring student safety by countering oppressive language and behavior

- Examine and reflect on achievement data and climate survey data that is disaggregated by students of color FFEJ, multilingual, and special education
- Support on implementation of strategies focused on engagement of multilingual learners and students who receive special education supports
- Examine strategies to implement instructional practices and collaborative efforts contributing to more equitable and inclusive learning environments

**Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

Our goal is to provide all students with an inclusive experience. As we examine our practices across the school, we work to ensure that students are in the least restrictive environment in order to promote inclusivity. One of the attributes in our mission statement is to be inclusive.

**Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:**

- Use Responsibility-Centered Discipline strategy to provide students opportunities to take responsibility for their actions without using punitive measures
- Have schoolwide behavioral expectations, Productivity, Respect, Integrity, Dependability, and Respect
- Implement standard-based grading and procedures to provide relearning opportunities
- Alignment across departments to ensure that all students receive high quality education
- Utilized restorative practices with intentionality and integrity
- Provide check-ins with school counselors and social worker when needed and/or facilitate access to mental health practitioners, African American Male mentors.
- Utilize Multi-Lingual Learner (ML) and Special Education staff to provide interventions, problem-solve, and help with family connections.

## **Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

### **Classroom Instruction and Academic Success Measures and Targets**

**Three-year Goal:**

The total number of students meeting standard on the Spring Math SBA will improve from 55% to 65%.

**One-year Goal:**

All or nearly all students in the low growth-low achievement quartile will increase in growth by at least 10% during the 2023-24 school year.

**Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:**

- McClure Math Teachers are fully aligned across grade levels and vertically aligned across the three grade bands in terms of standards/equity-based grading. McClure is in our fifth year of a fully aligned standards based grading system.
- McClure Math Teachers utilize daily formative assessment opportunities with students including but not limited to exit tickets, one-on-one check ins, just-in-time feedback, etc.
- McClure teachers also provide other, more robust formative assessment opportunities in the form of practice/classwork, etc.
- McClure teachers provide summative assessments with a school-wide retake system. Teachers provide instructions to students about the retake policy which includes a system by which students can show their teachers they are prepared for a retake.
- McClure teachers provide opportunities for students to monitor their own progress and use it to set and monitor goals.
- McClure teachers offer opportunities for students to develop identities as mathematicians.
- During the 2022-23 school year, building administrators interviewed students, - majority Students of Color Farthest from Educational Justice (SoCFEJ) and collected "Street Data on classroom practices and interventions that students felt supported them and propelled them forward in math. For 2023-24 school year, math classroom teachers will intermittently collect their own Street Data to inform them about students' perceptions and experiences as mathematicians at McClure.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

### **Evidence of alignment to student outcome focused governance:**

- McClure's School Vision: "To advance equity and develop compassionate, productive citizens of the world.
- McClure's School Mission: McClure Mavericks commit daily to being:
  - Inclusive
  - Creative
  - Tenacious
  - Engaged scholars

## **Classroom Instruction and Academics Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:**

- We intentionally use classroom routines to foster a culture of collectivism, inclusion and identity safety.
- We create regular structures and opportunities for student voice and agency (in the course of instruction, to inform instruction, and to assess instruction).
- We deliver instruction with high expectations for every student's intellectual engagement and to support their development as independent learners.
- McClure's structured Advisory program focuses on Social Emotional Learning, community-building and development of students' executive functioning to support their academic success.
- We analyze our lesson planning to ensure barriers to learning are removed.
- Construct own meaning through variety of graphic organizers or other tools.

- Customize students own learning experience – provide choice (2-6 options)
- Anticipate students' varying needs and provides structures to support students' task and skill mastery.
- We provide linguistic scaffolds to all learners (word banks, sentence stems, digital tools, etc.)
- We continue to refine equitable grading practices including reteaches, retakes, and self-assessments.
- Provide options and choices for assessments.
- Use aligned building/district adopted curriculum with integrity.

**Professional learning that will support implementation of culturally responsive strategies, process, or procedures:**

- Student engagement and discourse
- Universal Design for Learning (UDL) – expanding access points for students
- Best/updated practices for ML students (by our ML team)
- Sharing of Street Data with a focus on Math and Engagement – staff will use it to transform practices
- Culturally Responsive Teaching and Learning
- Grading for Equity – increase our capacity in building a culture with our students to value the formative assessment process and increase their agency in their learning

**Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

- Aligned, Culturally Responsive Tier 1 practices
- Our Racial Equity Team (RET) also created a “Tough Topic Toolkit” to help guide our collective learning and build our “muscle” of confidence and effectiveness when addressing harmful and oppressive language and actions. This tool is used during our Racial Equity Professional Development where we practice together how to effectively interrupt and correct these behaviors.
- The admin team will be collecting students’ data on how we are doing in our quest to deliver high quality, engaging, and culturally responsive instruction. We will also collect data and perspectives on students’ sense of belonging and opportunities for student voice and leadership. This information will be shared with staff and used as a tool to make changes in our practice and monitor our impact.

**Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:**

McClure staff and teams intentionally progress-monitor our target group of students – Students of Color Farthest from Educational Justice (SoCFFEJ) through classroom observations, reviewing student-based data, interim assessments (MAP and other) and developing intentional interventions and strategies for re-teaching. PLC student growth goals should target our SoCFFEJ and data will be reviewed with frequency in PLC meetings which will prompt teachers to share and utilize effective intervention practices to fill discreet gaps for kids.

Our Special Education Case Managers provide ongoing supports and interventions for students on their caseloads. We use a whole-child approach, working closely with families and other service providers. We know our students receiving Special Education Services well. A vast majority of our students receiving Special Education Services participate in General Education classrooms for the all or most of their day with ongoing, targeted supports and interventions provided by Special Education staff members.

**Advanced Learning and Highly Capable Services:**

We believe every student comes to us with gifts and strengths and areas for growth. When students show evidence of mastering grade level standards, we offer enrichment opportunities to continue to

stretch and demonstrate their learning. We ask all students, including those identified as "Highly Capable" to self-assess, self-reflect and set goals for the next steps in their learning. The highest level of learning is teaching, so we also provide opportunities for students who have mastered grade level standards to lead learning at times. For all students, including those identified as Highly Capable, we work to stretch their stamina, their critical thinking, and their social acuity so they are able to flexibly learn and lead in a wide array of environments, subject areas and with a diverse group of learners.

### **Expanded Learning opportunities for students through afterschool or summer programs:**

We do not have funding to staff to provide out of school learning. We are devoting LAP funding to in-school tutors, counseling staffing, and Advancement Via Individual Determination (AVID) class.

### **Homework Policy:**

McClure staff believes that providing homework in and of itself is not useful or supportive of student learning. This is also supported by research. We provide time during our daily classes for students to learn and the apply their learning with the support of the classroom teacher and other support staff in the building. That said, we also understand that homework can amplify building student stamina and confidence with skills and topics in their learning. In general, McClure staff does not specifically assign extra homework, but it is expected that students complete unfinished classwork at home. We also ask that students read for at least 30 minutes per night and use their Success Maker Math platform to practice discreet and foundational math skills.

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## **Priority Area: Family and Community Engagement**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

### **Family and Community Engagement Measures and Targets**

#### **Three-year Goal:**

By 2025-26 school year, 95+% of McClure families will participate in student-family conferences.

#### **One-year Goal:**

By the 2023-24 school year, 80+% of families of Students of Color Furthest from Educational Justice (SoCFEJ) will participate in student-family conferences.

### **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

#### **Evidence of alignment to student outcome focused governance:**

The guardrail supports our school's value of inclusivity and engaged scholars by helping prioritize students of color furthest from educational justice. Artifacts and evidence that support alignment to school's value include data collected from PLC goals, as well as professional development that

focuses on teachers implementing culturally responsive strategies to engage students and family. Related climate data gathered from surveys will reveal measure of connectedness of families and SoCFEJ.

## **Family and Community Engagement Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:**

During Racial Equity PD (Green Early Release Days) and Professional Development ("Purple" Early Release Days), our professional development is dedicated to examining student and parent survey data, student academic, behavior and attendance data and develop plans to address areas where the school is falling short. This includes targeted communication plans, culturally responsive approaches to teaching, learning and interacting with parents, and strategies to create a more warm and welcoming environment.

### **Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:**

Student-Family conferences have augmented opportunities for parents to be more engaged in their student's school life and has opened up access to the school for families who may have historically felt left out or unwelcomed.

McClure invites families to participate in surveys to weigh in on systems, approaches and events in our school. We use this information to change our practices and improve our student and family supports.

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## **Priority Area: Culturally Responsive Workforce**

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

### **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

### **Evidence of alignment to student outcome focused governance:**

McClure Vision: To advance equity and develop compassionate, productive citizens of the world.

McClure Mission: McClure Mavericks commit daily to being inclusive, creative, tenacious, and engaged scholars.

By prioritizing antiracism and working toward a diverse workforce, McClure Middle school can create an environment where every student has equitable access to excellent education. Such initiatives help eliminate opportunity gaps by providing representation, culturally responsive teaching, addressing implicit biases, ensuring equitable opportunities, offering social and emotional support, and promoting cultural competence among educators.



Using the rubric that RET drafted with student input, McClure staff will evaluate their classroom spaces and brainstorm with a staff partner about ways to increase welcoming and antiracist aspects.

## **Culturally Responsive Workforce Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:**

- Establish affinity groups for PoC staff
- Social Committee organizes and help facilitate first Friday gatherings
- Give P.R.I.D.E. cards to staff members who demonstrated productivity, respect, integrity, dependability, and excellence, then do monthly drawings

### **Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:**

- Include PoC staff on the interview committee
- Hiring committee prioritizes diversity and actively recruit people from different cultural backgrounds
- Teacher Leader Cadre with mentors incoming teachers to provide guidance, support, and advocacy for their professional growth
- Conduct staff meeting using culturally responsive norms

### **Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:**

- Use a fair-share matrix to ensure that leadership opportunities are shared amongst all staff
- Provide support to staff who are new to a leadership role
- Encourage collaboration between committees

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## **Budget Allocations to Support Continuous Improvement**

The following describes how the school allocates funds to support and improve student learning.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$74,698

**How will funds improve student learning?** Buy up Counseling from 1.2 to 1.8 (Principal decision).

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$21,000

**How will funds improve student learning?** 0.2 FTE AVID Class.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$18,000

**How will funds improve student learning?** Math Tutors.